

BLENDED LEARNING IN TARGET LANGUAGE TEACHING

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Nowadays more than ever, there is a need to apply digital technologies in the process of teaching target languages in higher education institutions.

The pandemic and post-pandemic society requires from academicians to carry through crucial changes in higher education, such as transition towards student-centered learning activities, implementation of educational digital platforms and blended classroom system, sorting out important knowledge according to its emergence factor and the principle of performativity [3].

Blended learning is gaining popularity as an effective method to deliver target languages courses during the quarantine activities. This method combines in-person teaching and interaction with supplemental online educational elements. Blended learning enables to apply different approaches, ways of presenting material, types of work in target language teaching.

Regarding to the organization of the educational process, there are four possible scenarios of blended learning:

1. Classroom activities, supplemented by Internet resources (online dictionaries, training lexical and grammar exercises, tests).

2. Classroom activities, supplemented by online components of communicative orientation (participants receive by e-mail or through the learning platform the tasks that are controlled by the instructor; contact with native speakers on social networks, etc.).

3. Alternation of classroom activities with online learning (group work on projects, presentations, virtual contacts between participants).

4. Fully online learning [1].

The advantage of blended learning is considered to be flexible, integrative opportunities concerning the program, educational materials, the location of the classes and forms of interaction between the educator and students; variety of applied

resources. Blended learning must be holistic, regardless of the combination of forms and methods of teaching, created on pedagogical principles, pragmatic, ensure the quality of learning and comply with learning strategies.

The educational concept of blended learning allows to design the process of teaching a target language taking into account modern requirements for graduates of higher education institutions, and the situation in which higher education found itself during the coronavirus pandemic.

Blended learning makes it possible to solve the following tasks:

- to expand the educational opportunities of students through accessibility and flexibility, taking into account their individual educational needs;

- to stimulate the formation of the subjective position of the student: increase his / her motivation, independence, social activity, reflection and introspection and, as a consequence, increase the efficiency of the educational process as a whole;

- to transform the style of the educator: to move from the translation of knowledge to interactive interaction with the students, the favorable construction of their own knowledge;

- personalize the educational process: the students independently determine their learning goals, ways to achieve them, taking into account their educational needs, interests and abilities; the educator is the students' assistant [2].

In the process of teaching a target language based on blended learning technology, the educator involves students in such types of educational activities that foster their independence and responsibility, the ability to self-educate, contribute to the development of cognitive, creative and research skills, increase the level of educational autonomy, expand the boundaries of their culture, outlook and consciousness, improve communication skills and abilities.

To conduct a technology for teaching a target language the educators can apply Zoom as an online platform, where a large number of participants with a camera and a microphone can simultaneously connect to a video conference for group discussion of various topics; it is possible to create breakout rooms, in which the educator can distribute conference participants for simultaneous work in pairs or small groups and

control their interaction, which provides opportunities for communication of all students during the lesson in real time.

If it is necessary, the educator and students can display presentations in Power Point, videos, photos, pictures, connect music for all participants and even an interactive whiteboard on which you can write important information; there is also a chat for messages, which is available to all conference participants. When using Zoom platform, there are some opportunities for discussion, frontal work of the instructor with the group; work in pairs and small groups in real time.

Thus, blended learning technology is one of those approaches to modern target languages teaching at higher education institutions, which allows the educator to apply the combination of traditional and innovative methods, forms, and techniques of teaching in the classroom and in online classes, as well as opportunities educational online platforms, various Internet resources.

References

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